

## Tripp Delmont School District Improvement Plan/Progress Report Form

<b>Principle: Three – Appropriate Evaluation</b>				
<p><b>Present levels:</b> (Statement of present levels of performance that resulted in area of non-compliance)  <b>The consent to evaluate form must include a description of each evaluation procedure, test, record, or report that the district uses as a basis for the proposal or refusal. In five out of thirteen files, tests were administered that were not on the form and in two out of thirteen files there was consent for tests that were not administered.</b></p>				
<p><b>Desired Outcome(s):</b> Through systemic change, the district/agency will achieve these results for students with disabilities and their families.  <b>The district will conduct all evaluations in accordance with procedural requirements.</b></p>				
<p><b>Measurable Goal 1:</b> The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. <b>(Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)</b></p> <p>The Tripp-Delmont District will request parent permission for all tests to be administered. The district will assure that no additional tests will be administered, and all tests documented are administered.</p>				
<b>Short Term Objectives:</b> Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.	<b>Timeline for Completion</b>	<b>Person(s) Responsible</b>	<b>6 month progress</b> Record date objective is met	<b>12 month progress</b> Record date objective is met

6 month reporting date 01/01/06 6 month received 01/03/06

10 month reporting date 05/01/06 received 4/28/06 resubmitted with additional information 5/22/06

closed 5/22/06

<p>1. What will the district do to improve? <b>The district will update the prior notice form to include all applicable testing categories that are not presently listed on the district's current form. The district will receive permission and document all evaluation categories to be administered.</b></p> <p>What data will be given to SEP to verify this objective? <b>The district will electronically submit the updated form to the SEP. The district will review and document 100% of the initial and reevaluation files during the 6 month period and electronically submit the findings to the SEP.</b></p>	<p><b>January 1, 2006</b></p> <p><b>100% or 5 out of 5 files</b></p> <p><b>See attached Prior Notice Form</b></p>	<p><b>Special Education Staff</b></p>	<p><b>Goal Met 1/3/06</b></p>	
<p>Please explain the data (6 month)</p> <p><b>We have reviewed 5 out of 5 files where all testing categories were listed on the Prior Notice Form. We have included our updated Prior Notice Form.</b></p>				
<p>Please explain the data (12 month)</p>				
<p>2. What will the district do to improve? <b>The district will administer only those evaluations documented on the permission to evaluate form.</b></p> <p>What data will be given to SEP to verify this objective? <b>The Sped staff will review 100% of the permission to evaluate forms for initial and reevaluations during the 6 month period and electronically report the data to the SEP.</b></p>	<p><b>100% or 5 out of 5 files</b></p>		<p><b>Goal Met 1/3/06</b></p>	
<p>Please explain the data (6 month)</p> <p><b>We have reviewed 5 out of 5 files where all evaluations were documented and no additional tests were administered.</b></p>				
<p>Please explain the data (12 month)</p>				

<b>Principle: Three – Appropriate Evaluation</b>				
<p><b>Present levels:</b> (Statement of present levels of performance that resulted in area of non-compliance)  <b>A child is to be assessed in all areas related to the suspected disability. The evaluation should include a variety of assessment tools and strategies to gather relevant functional and developmental information about the child. In four out of five files of transition- aged students, there was no evidence of a transition evaluation by age sixteen. Social skills evaluations were not completed on children evaluated for Mental Retardation or Traumatic Brain Injury.</b></p>				
<p><b>Desired Outcome(s):</b> Through systemic change, the district/agency will achieve these results for students with disabilities and their families.  <b>The district will evaluate children in all areas of suspected disability.</b></p>				
<p><b>Measurable Goal 2:</b> The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. <b>(Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)</b></p> <p>The Tripp-Delmont district will conduct all evaluations and reevaluations in all areas of suspected disability including transition for those students of transition age. The district will evaluate social skills for all students being evaluated for mental retardation and traumatic brain injury.</p>				
<b>Short Term Objectives:</b> Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.	<b>Timeline for Completion</b>	<b>Person(s) Responsible</b>	<b>6 month progress</b> Record date objective is met	<b>12 month progress</b> Record date objective is met

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<p>1. What will the district do to improve?  <b>The district will use the transition checklist provided by the state to provide guidance in transition and assure that evaluations are completed by age 16.</b></p> <p>What data will be given to SEP to verify this objective?  <b>The district will review and document 100% of files during the 6 month reporting period where transition is required to ensure evaluation is completed. This data will be electronically submitted to the SEP.</b></p>	<p><b>January 1, 2006</b></p> <p><b>100% or 1 out of 1 file</b></p>	<p><b>Special Education staff</b></p>	<p><b>Continue</b></p>	<p><b>Goal Met 5/22/06</b></p>
<p>Please explain the data (6 month)</p> <p><b>We reviewed 1 out of 1 file where transition evaluation was required.</b></p>				
<p>Please explain the data (12 month)</p> <p><b>*At this time we do not have any files where transition planning is required. However we attended SEP training on May 11<sup>th</sup>, 2006, presented by Barb Boltjes in Tyndall. This training addressed present levels of performance in regards to transition.</b></p>				
<p>2. What will the district do to improve?  <b>The district will use the guidelines established by the state to update their prior notice form so that children are evaluated in all areas of suspected disability.</b></p> <p>What data will be given to SEP to verify this objective?  <b>The district will submit the updated prior notice form and the disability evaluation guide to SEP. The district will review 100% of the files where social skills/adaptive are required during the 6 month reporting period. This data will be electronically submitted to the SEP.</b></p>	<p><b>January 1, 2006</b></p> <p><b>100% or 5 out of 5 files</b></p>	<p><b>Special Education Staff</b></p>	<p><b>Goal Met 1/3/06</b></p>	
<p>Please explain the data (6 month)</p> <p><b>We used the suspected disability and evaluation areas requirements handout given by our review leader to ensure that all areas of suspected disability are evaluated in 5 out of 5 files reviewed.</b></p>				

Please explain the data (12 month)

**Principle: Four – Procedural Safeguards**

**Present levels:** (Statement of present levels of performance that resulted in area of non-compliance)

**The consent to evaluate form must include a description of each evaluation procedure, test, record, or report that the district uses as a basis for the proposal or refusal. In five out of thirteen files, tests were administered that were not on the form for consent to evaluate; there was no notice given to parents about the change and therefore no consent was given to administer the tests. In two out of thirteen files there was consent for tests that were not administered.**

**Desired Outcome(s):** Through systemic change, the district/agency will achieve these results for students with disabilities and their families.

**The district will conduct all evaluations in accordance with procedural requirements.**

**Measurable Goal 1:** The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. **(Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)**

The district will evaluate/reevaluate in all areas of suspected disability only when consent is received by the parent prior to conducting evaluations.

**Short Term Objectives:** Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.

**Timeline for Completion**

**Person(s) Responsible**

**6 month progress**  
Record date objective is met

**12 month progress**  
Record date objective is met

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<p>1. What will the district do to improve?  <b>The Tripp Delmont district will receive consent to evaluate prior to conducting evaluations and reevaluations.</b></p> <p>What data will be given to SEP to verify this objective?  <b>The district will review 100% of the files that require evaluation or reevaluation and document findings in the area of consent to evaluate and electronically submit these findings to the SEP.</b></p>	<p><b>January 1, 2006</b></p> <p><b>100% 5 out of 5 files</b></p>	<p><b>Special Education Staff</b></p>	<p><b>Goal Met 1/3/06</b></p>	
<p>Please explain the data (6 month)          We reviewed 5 out of 5 files were consent was received on the Prior Notice Form.</p>				
<p>Please explain the data (12 month)</p>				

<p><b>Principle: Five – Individualized Education Program</b></p>
<p><b>Present levels: (Statement of present levels of performance that resulted in area of non-compliance)</b>  <b>Each student's individualized education program shall include: a statement of the student's present levels of educational performance. The monitoring team determined that in three out of three files of students over sixteen reviewed, there were no present levels of performance dealing with transition.</b></p>
<p><b>Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families.</b>  <b>Individual education programs for students sixteen and older will address transition.</b></p>

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**Measurable Goal 1: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. (Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)**

**The Tripp-Delmont district will document in the area of transition on the present levels of performance.**

<b>Short Term Objectives:</b> Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.	<b>Timeline for Completion</b>	<b>Person(s) Responsible</b>	<b>6 month progress</b> Record date objective is met	<b>12 month progress</b> Record date objective is met	
<p>1. What will the district do to improve?  <b>The district will document each area needed to be addressed on the present levels of performance page, and address each of them.</b>            What data will be given to SEP to verify this objective?  <b>The district will review and document 100% of the transition age students files for transition documentation in the present levels of performance. This data will be electronically submitted to the SEP</b></p>	<p><b>January 1, 2006</b></p> <p><b>100% or 1 out of 1 file</b></p>	<p><b>Special Education Staff</b></p>	<p><b>Continue</b></p>	<p><b>Goal Met 5/22/06</b></p>	<p><b>G 5</b></p>
<p>Please explain the data (6 month)</p> <p><b>We reviewed 1 out of 1 file where transition planning is required.</b></p>					
<p>Please explain the data (12 month)</p> <p><b>*At this time we do not have any files where transition planning is required. However we attended SEP training on May 11<sup>th</sup>, 2006, presented by Barb Boltjes in Tyndall. This training addressed present levels of performance in regards to transition.</b></p>					
<p>2. What will the district do to improve?  <b>The district will invite their transition liaison to provide them with transition training.</b>            What data will be given to SEP to verify this objective?  <b>A list of the participants and a summary of the information provided will be electronically submitted to the SEP.</b></p>	<p><b>January 1, 2006</b></p>	<p><b>Special Education Staff</b></p>	<p><b>Goal Met 1/3/06</b></p>		

Please explain the data (6 month)				
<b>We met with our transitional liaison at our school for training regarding transitions and new updates to the transitional requirements on the IEP on November 8, 2005. We also attended the transitional in-services at the State Conference in Huron in Spring of 2005.</b>				
Please explain the data (12 month)				
<b>Principle: Five – Individualized Education Program</b>				
<b>Present levels:</b> (Statement of present levels of performance that resulted in area of non-compliance) <b>Each student's individualized education program shall include: a statement of measurable annual goals, including benchmarks or short-term objectives. In six out of ten files reviewed, the students' annual goals were not consistently written as measurable. For example: “_____ will read books at the first grade level.” “_____ will improve receptive language skills.” “_____ will improve math skills to grade level.”</b>				
<b>Desired Outcome(s):</b> Through systemic change, the district/agency will achieve these results for students with disabilities and their families. <b>The annual goals on all IEP's will be measurable.</b>				
<b>Measurable Goal 2:</b> The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. <b>(Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)</b>  The district will complete measurable annual goals for each student's IEP.				
<b>Short Term Objectives:</b> Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.	<b>Timeline for Completion</b>	<b>Person(s) Responsible</b>	<b>6 month progress</b> Record date objective is met	<b>12 month progress</b> Record date objective is met



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<p>1. What will the district do to improve?  <b>The district will review the technical assistance manual for additional support in writing measurable goals and objectives. The district will hold/attend an in-service relating to special education including writing measurable goals and objectives.</b></p> <p>What data will be given to SEP to verify this objective?  <b>The SEP will be electronically provided with a copy of the agenda of the in-service and a list of the participants.</b></p>	<p><b>January 1, 2006</b></p>	<p><b>Special Education Staff</b></p>	<p><b>Continue</b></p>	<p><b>Goal Met 5/22/06</b></p>
<p>Please explain the data (6 month)</p> <p><b>We attended in-service by two SEP representatives in Wagner on August 19, 2005. The SEP representatives discussed many special education issues including measurable goals and objectives and the new regulations and requirements. This in-service was provided through our Educational Cooperative. This in-service was presented as a round table discussion between the SEP representatives and other special education teachers. We were not provided an agenda or a list of participants.</b></p>				
<p>Please explain the data (12 month)</p> <p>We will be attending a SEP training on May 11<sup>th</sup>, 2006. It will be presented by Barb Boltjes in Tyndall as a joint training following their review process. Training will include writing measurable goals and objectives. All special education staff will be attending this training.</p> <p><b>* We attended SEP training on May 11<sup>th</sup>, 2006, presented by Barb Boltjes in Tyndall. This training addressed writing measurable goals and objectives.</b></p>				
<p>2. What will the district do to improve?  <b>All new IEP's written by the district will include measurable annual goals.</b></p> <p>What data will be given to SEP to verify this objective?  <b>The district will review 100% of files during the 6 month reporting period, in the areas of IEP content: measurable goals and objectives; and electronically submit findings to the SEP.</b></p>	<p><b>January 1, 2006</b></p> <p><b>100% or 8 out of 8 files</b></p>	<p><b>Special Education Staff</b></p>	<p><b>Continue</b></p>	<p><b>Goal Met 5/22/06</b></p>

Please explain the data (6 month)

**We reviewed 8 out of 8 files and they contained measurable goals and objectives.**

Please explain the data (12 month)

We reviewed 23 out of 23 files and they contained measurable goals and objectives.

**\* We attended SEP training on May 11<sup>th</sup>, 2006, presented by Barb Boltjes in Tyndall. This training addressed writing measurable goals and objectives.**

### **Principle: Five – Individualized Education Program**

**Present levels:** (Statement of present levels of performance that resulted in area of non-compliance)

**Each student's individualized education program shall include an explanation of the extent, if any, to which the student will not participate with nondisabled students in the regular class and in extracurricular and non-academic activities. Nine out of thirteen files focused on what the student needed to do, rather than the reason for providing services outside of the regular classroom or just stated where services would be provided. Rather than stating “[the student] will benefit from a chance to work on reading skills in the resource room” the justification should address why the resource room is the most appropriate environment “[the student] needs a quiet place free from distractions where repeated drill and practice can be provided and where he can read all material aloud, which has shown to improve his comprehension.”**

**Desired Outcome(s):** Through systemic change, the district/agency will achieve these results for students with disabilities and their families.

**The justification statement on the IEP will state why services cannot be provided in the regular classroom setting.**

**Measurable Goal 3:** The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. **(Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)**

Justification statement will be completed for each IEP, and will include a statement of placement rejection and acceptance.

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<b>Short Term Objectives:</b> Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.	<b>Timeline for Completion</b>	<b>Person(s) Responsible</b>	<b>6 month progress</b> Record date objective is met	<b>12 month progress</b> Record date objective is met
<p>1. What will the district do to improve?  <b>The district will hold an informal training for special education teachers to review the justification for placement section of the IEP.</b></p> <p>What data will be given to SEP to verify this objective?  <b>The Tripp-Delmont district will review and document data in 100% of the files during the 6 month period for correct documentation in the justification for placement section of the IEP. This data will be electronically submitted to the SEP.</b></p>	<b>January 1, 2006</b>	<b>Special Education Staff</b>	<b>Continue</b>	<b>Goal Met 5/22/06</b>
Please explain the data (6 month)  <b>We consulted our cooperative personnel for additional training and completion of the justification for placement section of the IEP.</b>				
Please explain the data (12 month) We will be attending a SEP training on May 11 <sup>th</sup> , 2006. It will be presented by Barb Boltjes in Tyndall as a joint training following their review process. Training will include criteria and explanation for justification of placement. All special education staff will be attending this training.  <b>* We attended SEP training on May 11<sup>th</sup>, 2006, presented by Barb Boltjes in Tyndall. This training addressed justification for placement.</b>				